

**ANGELO STATE UNIVERSITY**

**GENERIC BACHELOR of SCIENCE in NURSING**

**NUR 2330**

**Principles of Nutrition for the Healthcare Professional**

**Fall 2016**

**Dinah J. Harriger Cummings, PhD**



**ANGELO STATE UNIVERSITY**

**Department of Nursing & Rehabilitation Sciences**

**COURSE NUMBER**

NUR 2330

**COURSE TITLE**

Principles of Nutrition for the Healthcare Professional

**CREDITS**

Three Semester Credit Hours (3-0-0)

**PRE/CO-REQUISITE COURSES**

None

**PRE-REQUISITE SKILLS**

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course. <http://www.angelo.edu/dept/nursing/handbook/index.html>

**COURSE DELIVERY**

Class meets in the classroom (VIN 263) on MW from 1-2:15 (010) & TR from 1-2:15 (020).

**BROWSER COMPATIBILITY CHECK**

It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. The professor reserves the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the "**Support**" tab from the Blackboard homepage (<http://blackboard.angelo.edu>) Select "**Test your Browser**" option.

Please see technical requirements for BSN classes at this link: [http://www.angelo.edu/dept/nursing/rn-bsn\\_program.php](http://www.angelo.edu/dept/nursing/rn-bsn_program.php)

**FACULTY**

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\*email is the best way to find me!

**OFFICE HOURS**

Monday: 10-12

Tuesday & Thursday: 10-1

**\*or by appointment**

## COURSE DESCRIPTION

This course examines nutritional needs throughout the life span with emphasis on nutritional principles related to health promotion and protection. Students evaluate strategies of nutrition, health promotion, and disease prevention for individuals, families, and communities in a culturally diverse society.

## BSN PROGRAM OUTCOMES

Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

## STUDENT LEARNING OUTCOMES

<b>Student Learning Objective</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to BSN Program Outcomes</b>	<b>Mapping to BSN Essentials</b>	<b>Mapping to QSEN</b>
1. Summarize nutrition concepts and guidelines to explain the role of food in promotion of a healthy lifestyle and explain how health prevention strategies contribute to positive health outcomes.	Course Lectures, Homework Assignments, Quizzes & Exams	2, 7	I, VII	PCC
2. Apply nutrition concepts to evaluate and improve the nutritional health and quality of life for both themselves and their patients.	Course Lectures, Homework Assignments, Quizzes & Exams Dietary Analysis Project	7	I, II, V, VII, VIII	PCC & QI
3. Understand connections between nutrition and the environment; including the consequences and implications of environmental factors at the local, national and global level on health outcomes.	Course Lectures, Homework Assignments, Quizzes & Exams CONNECT! Assignment	2, 7	I VII, VIII, IX	PCC & QI
4. Understand nutritional challenges for individuals and groups across the lifespan, in diverse cultures and religions, and across different income levels. <b>(SR1.1)</b>	Course Lectures, Homework, Quizzes & Exams	7	I, VII, IX	PCC & QI

5. Demonstrate community engagement through community action and reflection in relation to health promotion. <b>(SR3.1 &amp; 3.2)</b>	CONNECT! Assignment	2, 7	I, VII, VIII, IX	T&C
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**REQUIRED TEXTS AND MATERIALS**

- Schiff (2014). *Nutrition Essentials. (1<sup>st</sup> edition)*. New York: McGraw Hill.
- McGraw Hill Connect Code  
 Connect (Code only): website access only (IF you already have the textbook!)  
 OR  
 Connect Plus (Code + Online Textbook): website and textbook
- Course Website: Blackboard

**OTHER REQUIRED MATERIALS**

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)

**GRADING SYSTEM**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The following grading scale is in use for this course:

- A = 540-600
- B = 480-539
- C = 420-479
- D = 360-419
- F = 0-359 (**Grades are not rounded up under ANY circumstances**)

**EVALUATION AND GRADES**

Graded assignments, activities and percent of the overall course grade:

<u>ASSIGNMENT</u>	<u>TOTAL GRADE</u>
1. Module Homework & Class Participation (Learn Smart Modules)	100 points
2. Module Quizzes (4)	100 points (25 points each)
3. Midterm & Final Exam	200 points (100 points each)
4. Dietary Analysis Paper	100 points
5. CONNECT! Assignment	100 points
<b>TOTAL COURSE GRADE</b>	<b>600 points</b>

**TEACHING STRATEGIES**

- Lecture
- Personal Application Activities
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

## ASSIGNMENT/ACTIVITY DESCRIPTIONS

**\*Please note: Rubrics for all assignments and activities are located on Blackboard.**

1. **Homework Assignments/Class Participation:** (100 pts) Learn Smart Modules: There is a “Learn Smart” Activity for each chapter of the textbook. Each module will take approximately 30 minutes to complete. The modules are practice questions aimed at helping students retain course material. Student attendance and class participation is a portion of your homework grade.
2. **Quizzes:** (100 pts) Four (4) module quizzes will be given throughout the semester at the end of each module. Quizzes are worth 25 each, for a total of 100 points of the course grade. Quizzes will cover material in the textbook as well as supplemental material presented in the power point lectures. Quizzes are only open for TWO DAYS on Blackboard and you only have 2 hours to complete the quiz. The quizzes are designed to keep you on track with course content. You MAY NOT consult classmates when competing the quizzes.
3. **Midterm and Final Exams:** (200 pts) The Midterm and Final Exams accounts for 100 pts each of the course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.
4. **Personal Dietary Analysis:** (100 pts) The dietary analysis assignment is a “real world” application allowing you to apply knowledge learned in class. For this assignment, you will (1) evaluate your personal dietary habits and (2) create a healthier dietary plan based on your findings. Attached at the end of the syllabus are detailed instructions and a grading rubric for this assignment. Note that you will be tracking your food intake for seven days. This requires planning ahead!
5. **CONNECT! Assignment:** (100 pts) The CONNECT! assignment is a “real world” application opportunity, allowing you to apply knowledge learned in class and engage in a service learning project in the community. For this assignment, you will: (1) volunteer at least 7 hours at one of the locations on the approved site list or a location approved by the instructor & (2) write a reflection paper about your experience serving in the community. Attached at the end of the syllabus are detailed instructions for this assignment. This requires planning ahead!

## GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website  
<https://www.angelo.edu/student-handbook>
- ASU Undergraduate Catalog located on the ASU website  
<https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog>
- ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website  
<http://www.angelo.edu/dept/nursing/handbook/index.html>

## IMPORTANT UNIVERSITY DATES

January 19	First day of classes
February 19	Last day to drop
March 14-18	Spring Break
March 25	Spring Holiday
May 9-13	Finals Week
May 14	Commencement

## STUDENT RESPONSIBILITY & ATTENDANCE

Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend **all** course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor.

According to the undergraduate handbook, a week's worth of cumulative absences (regardless of the nature of the absence) in any one course will result in faculty evaluation of the student's ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student's ability to complete the course. Attendance will be checked for each lecture.

## **COMMUNICATION**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via Blackboard:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6<sup>th</sup> edition (2<sup>nd</sup> Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

*Virtual communication:* Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

## **ASSIGNMENT SUBMISSION**

In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [Dinah.harriger@angelo.edu](mailto:Dinah.harriger@angelo.edu) and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

## **LATE WORK POLICY**

The course is set up in Module modules. The week begins on Tuesday and ends on Monday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late assignments are not accepted without prior approval of faculty.** Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

## **ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) <https://www.angelo.edu/student-handbook/> The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

## **PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all

writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

## **STUDENTS WITH DISABILITIES**

1. "Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation."

2. "Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at [Student.Life@angelo.edu](mailto:Student.Life@angelo.edu) to begin the process."

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

## **INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

## **STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

"A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence." Please see ASU Operating Policy [10.19](#).

## **COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## **SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## **COURSE EVALUATION**

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the **IDEA evaluation** include:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing a clearer understanding of, and commitment to, personal values.

**TOPIC OUTLINE/ COURSE CALENDAR**

Unit or Lesson Topic	Activities/Assessments
<b>Module 1: Chapters 1-4</b> DUE: February 15 <sup>th</sup>	
<b>Unit 1: Food is more than Something to Eat</b> 1.1 Why Learn About Nutrition 1.2 Nutrition Basics 1.3 Key Nutrition Concepts	<b>YOU MUST register for CONNECT by Feb 1st<sup>th</sup></b>  <b>DUE Monday, February 15<sup>th</sup> at 11:59 pm</b> 1. Learn Smart Modules Unit 1 Unit 2 Unit 3 Unit 4 2. Module Quiz #1
<b>Unit 2: Nutrition Information: Fact or Fiction</b> 2.1 Nutrition: Science for Consumers 2.2 Spreading Misinformation 2.3 Becoming Critical Consumers 2.4 Seeking Reliable Information	
<b>Unit 3: Making More Nutritious Choices</b> 3.1 Requirements/Recommendations 3.2 Planning Meals and Snacks 3.3 Making sense of Food Labels 3.4 Supplements	
<b>Unit 4: How Food Becomes You</b> 4.1 From Cells to Systems 4.2 Digestive System 4.3 Common Digestive Disorders 4.4 Metabolism Rates	
<b>Module 2: Chapters 5-7</b> DUE: March 21 <sup>st</sup>	
<b>Unit 5: Carbohydrates (Fuel and Fiber)</b> 5.1 Sugars, Sweeteners, Starches and Fiber 5.2 What happens to the Carbs you Eat? 5.3 Carbs and Health	<b>DUE: Monday, March 21<sup>st</sup> at 11:59pm</b> 1. Learn Smart Modules Unit 5 Unit 6 Unit 7 2. Module Quiz #2
<b>Unit 6: Lipids (Fats and Cholesterol)</b> 6.1 What are Lipids? 6.2 What happens to the Fat you Eat? 6.3 Cardiovascular Disease	
<b>Unit 7: Proteins (Life's Building Blocks)</b> 7.1 What are Proteins? 7.2 What happens to Proteins you Eat? 7.3 Proteins in Foods 7.4 What's Vegetarianism? 7.5 Proteins and Health	
<b>Dietary Analysis Assignment</b> DUE: Monday, March 7th at 11:59pm <b>(Bring paper copy to class!)</b>	
<b>Midterm Exam: March 23rd &amp; 24th</b> 1:00 – 2:15 pm Location: ASU Testing Center	

<b>Module 3: Chapters 8-9</b> DUE: April 18 <sup>th</sup>	
<b>Unit 8: Vitamins</b> 8.1 Introducing Vitamins 8.2 Fat Soluble Vitamins 8.3 Water Soluble Vitamins 8.4 Vitamins and Cancer	<b>DUE on Monday, April 18<sup>th</sup> at 11:59pm</b> 1. Learn Smart Modules Unit 8 Unit 9 2. Module Quiz #3
<b>Unit 9: Key Minerals</b> 9.1 Minerals for Life 9.2 Key Minerals and your Health 9.3 Water 9.4 Drink to your Health?	
<b>CONNECT! Assignment</b> DUE: Monday, April 25 <sup>th</sup> at 11:59pm	
<b>Module 4: Chapters 10-11</b> DUE: May 9 <sup>th</sup>	
<b>Unit 10: Nutrition for Healthy Weight</b> 10.1 Overweight or Obese? 10.2 Factors that Influence Body Weight 10.3 Managing your Weight Safely 10.4 Disordered Eating and Eating Disorders 10.5 Get Moving: Get Healthy!	<b>DUE Monday, May 9<sup>th</sup> at 11:59pm</b> 1. Learn Smart Modules Unit 10 Unit 11 2. Module Quiz #4
<b>Unit 11: Nutrition for Life, Environment and World</b> 11.1 Nutrition for a Lifetime 11.2 How Safe is my Food? 11.3 Dietary Adequacy: A Global Concern	
<b>FINAL EXAM</b> Tuesday, May 10 <sup>th</sup> & Wednesday, May 11 <sup>th</sup> 1:00 – 2:15 pm Location: ASU Testing Center	

**Due Date List (these are all Mondays, except the Midterm and Final Exams)**

- February 15 = Module 1
- March 7 = Dietary Analysis
- March 21 = Module 2
- March 22/23 = Midterm
- April 18 = Module 3
- April 25 = CONNECT! Assignment
- May 9 = Module 4
- May 10/11 = Final Exam

## Dietary Analysis Assignment Instructions

**Due Date:** Monday, March 7<sup>th</sup>, 2016 @ 11:59pm (Plan ahead and start tracking your diet and exercise NOW)

**Objective:** The dietary analysis assignment is a “real world” application allowing you to apply knowledge learned in class. For this assignment, you will (1) evaluate your personal dietary habits and (2) create a healthier dietary plan based on your findings.

**Grade:** This assignment is worth 100 points of your overall course grade. *Note: Your grade is NOT dependent on: 1) your ability to follow the “recommendations” provided, 2) how much you weigh, 3) how much you exercise, etc. Your grade is determined by how well you analyze your diet and provide insight into your dietary habits and patterns.*

Embedded in the instructions are questions.

**NOTE\* IT IS VERY IMPORTANT THAT YOU FOLLOW THE STEPS IN ORDER!**

**Step 1.** Create a MyFitnessPal Account (<http://www.myfitnesspal.com/account/create>)

**Step 2.** Fill out the Questionnaire AND RECORD your answers for ME!

- Current Weight
- Goal Weight
- Height
- Gender
- Date of Birth
- Activity Level (sedentary, lightly active, active, very active)
  - Explain your choice.
- How many times a week do you plan on exercising? (# of workouts and duration)
- What is your goal? (amount of weight loss/gain per week)
  - Why did you select the goal that you did?
- How are these variables relevant to the analysis?

**Step 3.** Record the nutritional goals/recommendations from MyFitnessPal BEFORE you begin tracking your nutrient intake.

- Net calories, carbs, proteins, fats, ect.
- **BEFORE** you begin logging your 7 day intake, analyze the recommendations given by MyFitnessPal based on the information you provided. Once you have created your profile, you will see the screen “Suggested Fitness and Nutrition Goals”. Analyze the recommendations provided by answering the following questions:
  - What was the recommended daily intake for each of the following: calories, protein, carbohydrates, & fat.
  - Change your food diary settings (Go to Settings > Diary Settings > In the Five categories under “Nutrients Tracked” you should have Carbs, Fats, Protein, Fiber and Sugar > Click Save Changes)
  - What were the fitness/physical activity goals?
  - **On Day 1, BEFORE you log in your food intake, form a hypothesis based on the recommendations provided by MyFitness Pal:** How closely do you think your daily dietary intake and fitness goals match the recommendations provided? Are you closer to some recommendations than others? Please explain.

**Step 4.** Record your food intake for *at least 7 consecutive days* (you will get better results if you record more days).

- Note: Record *EVERYTHING* you eat and drink (even one m&m, every sip, every crumb!).
- Create a table of the aggregate data for the 7 days of the assignment and include at the end of your paper.

- See Example

**Step 5.** After you have tracked your food intake and exercise for seven days, click on the “reports” tab and then click on the drop down menu. Look at the charts for the Nutrients you tracked in your diary (Calories, Carbs, Fat, Protein, Fiber, Sugar & Vitamin A, etc.) Answer the following questions thoroughly!

- How did your 7 day intake match the MyFitnessPal recommendations?
- How do your results compare to your initial hypothesis (See Step 3)?
- Name three nutritional habits/behaviors you could change or modify. Please explain your selections and how changing/modifying the habit would benefit you. Include citations if needed.
- Name three positive nutritional habits/behaviors you currently doing very well. Please explain your selections and the health benefits of each. Include citations if needed.

**Step 6.** Write your answers in **paragraph form**, all of your responses (together) should total 3-5 pages. Follow APA formatting guidelines (double spaced, 12 point font, cite resources! Use subheadings, No cover page or abstract is necessary). (see the Purdue Online Writing Lab for help: <http://owl.english.purdue.edu/owl/resource/560/01/>)

**Step 7.** After following the directions listed above, please upload a Word document (.doc or .docx file) in the Dietary Analysis Assignment. Include your name at the top of the paper itself AND in the file name. (example: janedoeDA.doc).

**Table Example**

	<b>Total Calories</b>	<b>Fats</b>	<b>Carbs</b>	<b>Protein</b>	<b>Fiber</b>	<b>Sugar</b>
<b>MyFitnessPal Recommendation</b>	<b>2,300</b>	<b>77 g</b>	<b>290 g</b>	<b>116 g</b>	<b>38 g</b>	<b>50 g</b>
Day 1	2100	80	340	110	15	70
Day 2	2000	81	270	125	16	60
Day 3	2500	67	300	113	25	85
Day 4	2700	66	360	119	30	92
Day 5	1900	75	250	105	27	60
Day 6	2000	77	275	111	11	43
Day 7	2200	76	280	114	16	51
<b>Average</b>	<b>2200 C</b>	<b>74.5 g</b>	<b>295 g</b>	<b>113.85 g</b>	<b>20 g</b>	<b>65.8 g</b>

### Dietary Analysis Rubric

Levels of Achievement				
Criteria	Unacceptable	Acceptable	Good	Excellent
<b>Step #2</b> <b>Weight 10 pts</b>	<b>0</b> Student did not follow instructions, no explanation provided.	<b>70</b> Student partially followed instructions; Weak explanation/analysis.	<b>80</b> A few components missing; did not provide enough evidence/explanation for analysis.	<b>100</b> Student followed instructions perfectly and explains how these variables relate to their dietary analysis.
<b>Step #3</b> <b>Weight 15 pts</b>	<b>0</b> Student did not follow instructions, no explanation provided.	<b>70</b> Student partially followed instructions; Weak explanation/analysis.	<b>80</b> A few components missing; did not provide enough evidence/explanation for analysis.	<b>100</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis.
<b>Step #4</b> <b>Weight 20 pts</b>	<b>0</b> Student did not follow instructions, no explanation provided.	<b>70</b> Student partially followed instructions; Weak explanation/analysis.	<b>80</b> A few components missing; did not provide enough evidence/explanation for analysis.	<b>100</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis.
<b>Step #5</b> <b>Weight 40 pts</b>	<b>0</b> Student did not follow instructions, no explanation provided.	<b>70</b> Student partially followed instructions; Weak explanation/analysis.	<b>80</b> A few components missing; did not provide enough evidence/explanation for analysis.	<b>100</b> Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis.
<b>Step #6</b> <b>Weight 15 pts</b>	<b>0</b> Paper is not in APA format, student did not follow instructions.	<b>70</b> Several APA formatting errors/ Did not proof read paper.	<b>80</b> A few APA formatting errors/ grammar and spelling mistakes.	<b>100</b> Student perfectly follows APA guidelines, no grammar or formatting errors.

## NUR 2330: Principles of Nutrition

### CONNECT! Service-Learning Project

The CONNECT! Assignment (worth 100 points of your grade) is a “real world” application opportunity, allowing you to apply knowledge learned in class and engage in a service learning project in the community.

For this assignment, you will:

**(1)** Volunteer at least **7 hours** at one of the locations on the approved site list OR at another location improved by the instructor. Each student will be given a time chart, which **MUST** be signed by a site staff member for **each hour** of service.

**(2)** Write a reflection paper summarizing your experience serving in the community.

HINT: You might take notes at the end of each hour or shift so that you don't forget your experiences!

The length of responses will vary, but should generally be 50 to 100 words.

1. Briefly describe the community organization where you served and describe their role in the community (include the need that your organization addresses/meets in the community, who they serve, where they are located).
2. Before you volunteered, did you have any preconceived ideas about the population (homeless, elderly, children) you were serving?
3. Describe your role with the organization (what did you do and who did you interact with? Did this change?)
  - a. Did you notice diversity of cultural, religious or socio-economic backgrounds? If so, how did those differences affect your experience?
4. What connection/s do you see between the content of this course (NUR 2330) and your experiences at your volunteer site?
5. As a future healthcare professional, how do you think this experience will help you care for your patients?
6. Describe what you learned about yourself and any insights you gained as a result of this service learning experience. In what ways did your perceptions change? Include impressions, feelings, and key observations.
7. Describe what you hoped to gain socially from participating at your site location and how you planned on accomplishing it?
  - a. Did you accomplish your goals? If so, how so?
8. Will you continue to volunteer at your site or in a similar environment? Why or why not?

**Approved Sites (Examples):** \*YOU MUST APPROVE YOUR SITE WITH INSTRUCTOR AND YOU MUST DOCUMENT YOUR HOURS!

Boys and Girls Club  
Food Bank  
Nursing Homes  
Meals for the Elderly  
Rust Street Ministries

Salvation Army  
Shannon Hospital  
Texas Hunger Initiative  
United Way  
Wesley Soup Kitchen